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ABSTRACT

Described are 10 models of educational programing for gifted students as they have been implemented by different school districts. The following program alternatives are discussed: learning centers; resource rooms (implemented with native American students in a sparsely populated area); itinerant teachers; mobile learning units; executive internships; in class alternatives; programs providing unique learning experiences; special schools and self contained classes; Saturday seminars; and an arts college for high school and college students. The name and address of a person knowledgeable in each program is provided. Questions are listed to aid assessment of the goals, effects and efficiency of initiatory, developmental and integrated models. (GW)

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ALTERNATIVE PROGRAMMING FOR THE GIFTED

Title V, Section 505 Project

Component Two Product

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PREFACE

Programming adequately for the gifted and talented students among a school's population is not an easy thing to do. It requires careful planning, adequate facilities, materials and equipment, qualified personnel, and a sense of enthusiasm for the program and the gifted child. Granted that any given school district may not have the funds necessary to carry out what it considers to be the "best possible" program. But there are things that can be done with limited budgets, time schedules, and facilities. The important thing is that the school district, its patrons, administration, and teachers have a commitment to gifted and talented education and have determined that it is a high priority item, deserving of some attention.

Ideally, a district would have conducted some sort of needs assessment with regard to the identification and programming for the gifted and talented student. This should involve an assessment not only of school district personnel and students but also of patrons and parents of the students to be involved.

After a district has determined that gifted and talented education is a need in its community, a strong teacher-education program should be established, not only to train specialists to work with the gifted and talented student, but also to inform the student's other teacher contacts in the means of identification, special educational problems, possible counseling alternatives, means of assessing pupil progress, understanding the gifted child, and some possible program alternatives.

The prime concern of this particular publication is for the programming alternatives offered to a specific school district (or group of school districts with common needs) and, in turn, to the gifted and talented children they identify. We strongly recommend that each of the programs identified on the following pages be examined very carefully by the district considering adoption, that its most salient features be adopted by that district, and that no program be adopted wholesale. Each school district is individual unto itself and has its own specially identified needs, goals, and objectives for its gifted and talented program. Just as each adopting school district has its own specially identified goals, needs, and objectives, so too does each school district operating a program. Its program goals and objectives are designed to meet the needs specifically identified by a needs assessment; it seems unlikely that any other district would have identically the same goals and objectives.

A second purpose in the writing of this pamphlet is to outline some program visitation alternatives for districts intending to embark on a program for its gifted and talented students. With each program description is the name, address, and phone number of the person directing the program, to whom an interested district may write or call for further information or to make arrangements for a visitation.

It has been our hope in the gathering together of the information for this package that we have outlined a fairly wide variety of program models from which an interested district might choose. Not only do the models come from a wide variety of populations, cultures, and interest groups, but also they represent an equally wide variety of program alternatives. The programs may be found in the states of Florida, South Dakota, Mississippi, and Wyoming and cover the following specific program alternatives: (1) the learning center approach, (2) the resource room and a comprehensive and varied approach, specifically for the native American, (3) the itinerant teacher, (4) the mobile learning unit, (5) the executive intern approach, (6) an in-class alternative, (7) the unique learning experiences program, (8) special school and self-contained classes, (9) the Saturday seminar, and (10) a specific program identifying and programming for artistically gifted students. Certainly we have not covered all possible programming alternatives, but those that follow represent a wide sampling of programs available in those states listed above.

The programs described on the following pages are programs that have in some sense been "tried" and are "true". All of them have been operating for some time, some longer than others. All of them, too, have refined themselves based on evaluations conducted in their behalves. We recommend to every district considering implementing a program for its gifted and talented students that all relevant information available from those districts now operating programs be gleaned, and that, if possible, specific on-site visitations be made by personnel to be directly involved with the planning and/or implementing of the program.

SOME PRE-PROGRAM IMPLEMENTATION THOUGHTS . . .

As compilers of this pamphlet, we believe that programming for identified gifted and talented students is the most important educational experience of that student. It is, in fact, the core, the center of all monies expended, the hub of all efforts put forth, the crux of all planning. All manner of identification and needs assessment planning can take place, but if a good, qualitatively different, curriculum and program are not offered, then all is for naught. It is, after all, the experience that the student has with the program that determines its success.

Programming for the gifted and talented students in your school or district is not necessarily an easy thing to do. It can, however, be some of the most rewarding work that you will ever engage in -- and the most fun.

There are some essential steps in program planning that we feel ought to be included before any specific program is instituted or embarked upon. If followed, they could save you a great deal of pain, worry, and embarrassment. They do not necessarily follow in any prescribed order.

1. NEEDS ASSESSMENT. A needs assessment is absolutely necessary for justifying the existence of any given program and can provide the essential hard data to account for the particular philosophy, program goals, and objectives a district

might choose. Means for conducting a needs assessment might include parent, teacher, and student questionnaires, community speak-ups, committees to set up values discrepancy models, and professional position papers. Needs assessments also provide essential baseline data for evaluations.

2. AWARENESS ACTIVITIES. If you're embarking on a new program you'll need as much philosophical, financial, emotional, and physical support as you can muster. For this reason we suggest that you engage in whatever awareness activities as might be necessary to elicit just such support. This could easily take the shape of a day-long conference for interested parents, or an in-service day for your entire school faculty. PR is something that should constantly be in the fore of our minds, and to this end we suggest that ongoing awareness activities also be pursued, e.g., use of the mass media, parent meetings, teacher meetings, monthly reports to administrators and other faculty members.

3. INVOLVE ENTIRE STAFF. A prime rule of effective school program managers is to never superimpose anything on a staff. In order for a gifted and talented program to really be effective, each teacher, clerk, or aide, who comes in contact with the gifted and/or talented child must work in concert for his betterment; it never works to have teachers working at odds with one another to the detriment of the student. Plan from the outset to involve the entire staff in making some decisions. At least keep all of the staff informed as to the goings on of your program.

4. PROGRAM DESIGN TEAM. From among the entire faculty at your school, designate a program design team. (It is entirely feasible that not all of these teachers would be specified as teachers of the gifted.) Have the team as representative of the sundry interest groups on your faculty as possible. That is, see that each subject area is represented. Don't be so altruistic as to forget who your best program designers are. Be sure that they are included on your team.

5. LITERATURE REVIEW. In order that this team might function as knowledgeably as possible, we recommend that they review and share the literature available on the program alternatives they wish to consider.

6. PHILOSOPHY, GOALS, OBJECTIVES. After reviewing the literature and assessing the particular values of the team, the team should decide on a program philosophy and design goals and objectives. Granted, this is not easy work (Perhaps the principal could arrange some released time for those involved), but it is absolutely necessary for the success of any gifted and talented program.

7. ALLOW REACTION TIME. Bounce the team's philosophy, goals and objectives off the rest of the faculty, the administration, and a few selected patrons. Again, this is one of the best ways to insure their support. Keep them involved. Give them time to incubate, cogitate, and write down some reactions to your team's design. Then, as a team, carefully consider each suggestion given to you.

8. PERSONNEL. Outline the personnel you'll need for the efficient functioning of your program. Designate someone to be responsible for the completion of tasks set out in your program design section; these people could well be your program coordinator and the designated gifted and talented teachers. At any rate, if you'll need X number of teachers, decide that right now and make your personnel request of the administration.

9. IN-SERVICE. Your in-service will probably take two forms. (a) You'll want to give intensive in-service to those teachers who'll be intimately involved with your identified gifted and talented students. This group will need specific information on curricular means and methods, materials accessible, and some program alternatives. (b) You'll also want to keep each teacher on your faculty informed and up to date as to the recent goings on, some general information about the gifted and talented, and to ask for their reactions to decisions made by the design team. Schedule regular meetings just for this purpose.

10. IDENTIFICATION. Arrange for the appropriate identification procedures for your gifted children. Use a variety of methods. keeping them in tune with your established philosophy, goals, and objectives.

11. DESIGN PROGRAM. Take the time as a team to think through very carefully all of the possible program alternatives that your literature review revealed. Make sure that they meet and fall in line with your needs assessment, philosophy, goals, and objectives and that they will be functional within your district's budget, facilities, and personnel allowances. After having brainstormed all of the possible alternatives, choose the one that appears to be the most cost effective, best suited to the students, easiest to implement. Build in some time lines and assign some responsibilities. Then plan to try it . . . certainly not, however, without building in some room for revision and evaluation.

12. DESIGN EVALUATION. One of the best assurances for keeping a program operational is to prove its worth. One of the best ways to prove a given project's worth is to design an evaluation instrument that will elicit the kinds of information that would be the most useful in redesigning and

refurbishing the project. It is not the intent of this pamphlet to outline an evaluation model for you, but may we suggest that you enlist the services of your local district planning, evaluation, and information office or turn to Joe Renzulli's recent publication from the Leadership Training Institute, A GUIDEBOOK FOR EVALUATING PROGRAMS FOR THE GIFTED AND TALENTED, Office of the Ventura County Superintendent of Schools, Ventura, California, 1975.

13. PARENT GROUPS. As soon as your gifted and talented population is identified, establish parent interest groups and keep parents informed as to your program intents, current happenings with your gifted and talented program, and the progress of the program. Ask them for input and consider it well. It is suggested that parent groups meet on a regularly scheduled basis. The Leadership Training Institute has an excellent publication for the formation and conduct of parent interest groups, THE GIFTED AND TALENTED: A HANDBOOK FOR PARENTS, by Jeanne L. Delp and Ruth A. Martinson, Ventura County Superintendent of Schools, Ventura, California, June, 1975.

14. DOCUMENT AND FORMALIZE. Show the administration that you're serious about this whole business and get the program philosophies, goals, objectives, program design, and evaluation design down on paper. Submit the product to your administration for their approval and, generally, so they know just what you've planned. This commits you to doing just what you've outlined and to the greatest likelihood for the program's success.

LEARNING CENTER FOR GIFTED AND TALENTED

RATIONALE

Contrary to widespread belief, gifted students cannot ordinarily excel without assistance. Research has shown that sudents are not developing their talent to its maximum potential. A study done by Miner in which he studied 251 students of high ability, reported that 54.6 percent of these students were working at least four grades below that at which they could be working. This is a waste of intellectual resources and a tragic social loss. Thus, it is felt that gifted students do need continued challenges and stimulation, and that association with others of similar ability is an obvious source of motivation as is a differentiated curriculum.

PHILOSOPHY

The focus of the program is the involvement of students, both as a group and as individuals, in learning experiences which are designed to meet individual interests and needs and to develop each student's thinking, feeling, and creative abilities.

Project GATEWAY is based on the humanistic principle that man must assume responsibility for his future, and each individual must care what happens to himself, to his fellowman, and to the environment in which he lives. To move in this direction, we must have people who possess intelligence, imagination, and courage. Thus, the staff of Project GATEWAY feels that an education must be devised that will teach children to think and care.

This enrichment program is designed to meet the needs not only of academically gifted but creatively talented students in grades one through eight. Seminar classes for the academically gifted center around guiding each student to develop a positive self-concept, to establish relationships, to become self-directed and independent, to think critically and to build meanings and concepts which will enable him to function in today's world in a constructive manner. Classes for the creatively talented, which include art, music, and drama, are designed to nurture originality, fluency, and flexibility in students.

PERSONNEL

Two resource teachers serve as seminar teachers for the academically talented students. One resource teacher serves grades 1-4, while a second resource teacher serves grades 5-8. Three resource teachers work in the areas of art, music, and drama, respectively.

CRITERIA FOR SELECTION OF PUPILS

A gifted and/or academically talented student is a child who meets any three of the following criteria:

1. Intelligence quotient of 115 or above on the Wechsler Intelligence Scale for Children - Revised.
2. Ninety percent or above on the total score on the California Achievement Tests.
3. Reading 1½ years above grade level as assessed by the California Achievement Test.
4. Teacher recommendation.
5. Creative ability demonstrated on the Torrance Figural Test of Creativity.

A creatively talented student is a child who meets the following criteria:

1. Teacher recommendation.
2. Creative ability demonstrated on the Torrance Figural Test of Creativity.
3. Creative ability demonstrated in art, music or drama through auditions and past endeavors.

Each student in Project GATEWAY attends classes by choice and with written permission of his parents. There are no grades given and each student is expected to be an active, contributing member.

SCHOOL PARTICIPATION

Each group of students attend two sessions per week -- one morning and one afternoon session per week. These seminars last for two and one-half hours each. In addition, once a week the academically talented students have the opportunity to participate in the creative arts program. They rotate on an eight-week basis so that they participate in each of the three programs in the creative arts. Thus, academically talented students participate in Project GATEWAY approximately eight hours per week. During the remainder of the week, students attend regular classes.

The creative arts program, which is devoted exclusively to the creatively talented student is held every afternoon for one hour and forty-five minutes. For example, a student selected as creatively talented in art would attend a seminar session for pupils of similar ability in the same grade once a week for one and three-fourths hours in the afternoon.

In the academically talented seminar setting, each student operates as a self-motivated learner and the teacher as a guide and helper. Activities included in the program are designed to involve the students as active participants in their own learning and to aid in the development of processes and skills that they could use in their life-long pursuit of knowledge. The curriculum provides opportunities to improve skills utilizing logic, problem-solving, group dynamics, discussion techniques, research and interviewing techniques, as well as opportunities for group and independent study.

The setting for the creatively talented students also revolves around the learner being self-motivated and the teacher acting as a guide and helper. Students actively participate in the planning of their curriculum and pursuing their own creative interests. However, time is devoted to studying the history of the arts and the different facets of each of the arts. In addition, the three disciplines work at times jointly to integrate talents into combined productions.

SCHOOL-COMMUNITY RELATIONS

Resource persons help meet group and individual needs by sharing knowledge and personal experiences, demonstrating processes, lecturing, involving children in activities and providing orientation for field trips. These people often spark interest in independent study.

The most successful encounters with resource persons have occurred when meetings were informal. Children are given prior orientation and are allowed and encouraged to participate in discussions and to ask questions spontaneously.

It has been helpful to keep a resource file with the names of people who have expressed an interest in visiting the class as resource persons. It has been found that even in a small community there has not been a lack of people with diversified occupations, hobbies, or interests who will readily share their knowledge for free!

CURRICULUM

GATEWAY classes offer a curriculum which is stimulating, challenging and exciting. Opportunities are provided to give students a chance to have many diverse and unique learning experiences and teaching techniques are used which cause the students to think.

Divergent thinking and many discussion techniques are used in problem-solving situations. Brainstorming, group dynamics and valid clarification are designed to involve the student in decision-making as he works in groups in attempting to solve problems. In this manner, communication skills are enhanced. To stimulate logical thought processes, pupils are given opportunities to solve brain teasers, puzzles, games, math, and logical elimination problems.

Of major importance in the seminar program is the development of research and organizational skills. The students are taught to use many resources in acquiring information on their topics. In addition to using reference books and current written material, students interview resource people, take field trips, use tape recordings, video-tapes, and cameras to acquire information and to present their research. Models, art, and drama are additional avenues open to students. Originality and ingenuity are always encouraged.

The creative arts program offers students who are talented in either art, music, or drama the opportunity to develop these abilities. The creative arts offered in Project GATEWAY are portrayed as crossing disciplines rather than single disciplines, interdependent not independent.

Information on the learning center was obtained from Project GATEWAY, Lafayette County Schools, Oxford, Mississippi.

GIFTED AND TALENTED PROGRAM IN A
SPARSELY POPULATED AREA
Resource Room

The Shannon County Project for Gifted and Talented Children had five main objectives during the initial year of operation, 1974-75. These objectives are as follows:

1. To identify the student whose performance exhibits exceptional capabilities.

2. To develop individual learning prescriptions for gifted students.

3. To develop an environment which provides opportunities for individual learning centers.

4. To increase achievement of gifted students in writing, reading, and speaking.

5. To develop positive student self-concept.

Guiding the project was the assumption that "giftedness" is not merely a psychological trait apart from the situation at hand but has a great deal to do with how a person deals with his environment. Therefore, in-class activities of a broad scope were favored over psychological testing as a means of identifying students to receive supplementary assistance. Project work was carried forth by a Federal Projects Coordinator, a Project Director, a Curriculum Specialist, and three Resource Directors. The project operated in the sparsely settled Pine Ridge Indian Reservation of South Dakota.

Funding for the project was obtained under the Emergency School Aid Act (P. L. 92-318) with the purpose of assisting to overcome some of the educational disadvantages of minority group isolation.

Principals in the two schools served by the project reported these positive outcomes from the project: (1) expanded concepts of the ranges of abilities and interests of their students; (2) increased scope of regular curricula to include provisions for gifted and talented students; (3) understanding of some of the psychological and social issues in classification and grouping of gifted students; (4) exemplary student work which students took home or displayed at community events thus arousing favorable comments; and (5) gaining in confidence among students to do advanced work, which they previously had considered too difficult or boring.

Working relationships initiated, materials gathered and methodology developed in the project will, with continued funding, be built upon in future years to establish a fully operational program reservation-wide for children identified as gifted and talented.

PROGRAM DEVELOPMENT: Early policy decisions developed by the staff of Shannon County Schools with the advice of the Parent Advisory Committee included the following:

1. Direct service to children on the basis of their interests and strengths would constitute the best use of supplementary funds.

2. The exact nature of supplementary services to be provided would depend upon the program needs in each of the schools served.

3. No school was required to participate in the program. Rather, principals of schools at any time could terminate the assistance or various parts thereof. Participation was voluntary.

4. Project staff would work to establish collaborative, cooperative relationships with regular staff in each of the schools served.

5. The Parent Advisory Committee would take an active role in planning and implementing the program.

Other early planning activities included (1) conferring and consulting with the principals of Batesland and Pine Ridge Middle Schools on the nature and purpose of the project; (2) identifying those classroom teachers with whom the project resource directors would be working; and (3) advertising for staff applications with those placement agencies likely to refer candidates suitable for the project.

PROJECT STAFF: Five professionals were employed for the project. These included a project director, curriculum specialist and science resource director, communications resource director, music resource director, and art resource director. The staff represented a variety of backgrounds and experience. Unfortunately, all of the staff were new to the area schools and none was of Indian ancestry. For this reason considerable time and effort was spent in staff development.

A principal objective throughout the project has been to foster application among the project staff and regular classroom teachers for special skills and interests outside the regular curriculum, rather than characterizing students as academically and socially disadvantaged.

In art, communications, science, and music, the staff worked directly with children on a demonstration teaching basis to show regular staff that students in the schools have wide-ranging interests and abilities heretofore untapped by the regular curricular offerings.

Early in the school year efforts were directed toward setting up a resource center at Batesland School in a one-room school house adjacent to the main school building. Each staff member worked with the consultants in

setting up a teaching station in science-math, music, art, and communications. In this way the entire project was conceptualized, with staff members working cooperatively to establish collaborative relationships with each other and in various areas of expertise.

DESCRIPTION OF ACTIVITIES: Each resource director developed activities which would, in his or her opinion, best serve the needs of the children and which were consistent with the objectives of the project:

1. Identification of students who were gifted and talented.
2. Development of learning prescriptions based on the child's abilities and interests.
3. Improvement of the learning environment.
4. Increase in level of student achievement.
5. Improvement of student self-esteem and confidence in social situations.

Throughout the year, project leaders encouraged the resource directors to try multiple approaches to achieving the objectives and to follow through on activities until some determination could be made as to the appropriateness and effectiveness of those activities. Documentation of activities occurred throughout the project year. Evaluation of the project's effectiveness was made primarily by review of students' work and by interviewing those directly involved.

Art--Initial efforts were directed toward identification of children whose interests and abilities indicated that they could profit from supplementary assistance. Identification activities included the following:

1. The art resource director and regular art teacher cooperatively reviewed student work in art classes, sharing perceptions on student interest and abilities and discussing possible supplementary activities likely to further these interests and abilities.
2. The resource director worked in the art classroom with groups or whole classes on special activities designed to elicit interest and abilities of students.
3. Consultation with the school principal, who suggested certain students for the program on the basis of parent interest and/or student ability demonstrated in non-school events.
4. Students volunteered for participation. Any student who wished to participate was encouraged to do so and to work diligently.

A mobile classroom unit was made available for art activities at the Pine Ridge Middle School, where students could pursue small group or individual art projects without distraction or crowding. The resource director emphasized the "here and now" not relating student participation to prior student achievement or record of conduct. With this policy, several students considered to be problems were able to achieve in school, possibly for the first time. Also, a non-authoritative, collaborative approach where the resource director worked with the students appeared to be most effective.

Students produced work in the various media, presenting Indian and non-Indian subjects. This work was displayed to the Parent Advisory Committee, at a reservation-wide art show, and on regional television in Rapid City, South Dakota. Perhaps the most outstanding work was the work in portraiture, both of self and of others. It was the general opinion that this particular activity much enhanced students' perception and esteem of themselves. By the end of the school year the art resource director was working with twenty-five to thirty 7th and 8th grade students at Pine Ridge Middle School.

Communications--The resource director in communications spent considerable time during the first part of the project in working with total classes at the Pine Ridge Middle School to better understand the wide range of abilities and interests among the children. Needs found among the students include the following:

1. Special activities beyond those in regular classes to motivate the children to communicate and to provide the opportunities for them to do so.

2. Exposure to a wide range of media, field trips, and activities outside the school for a wide range of experiences about which to communicate.

3. Encouragement to communicate about daily happenings outside the school.

4. Development of leadership abilities, especially those concerned with communication in order to better channel energies toward overcoming effects of isolation and related conditions.

The resource director was able to establish unusually good rapport with students not only through classroom work but also at school social events, athletic events, parent conferences, and inviting students to her home. Remarkable changes in attitude were found when students were removed from social pressures often experienced in the classroom.

Emphasis in the communications component of the program was on creative writing and expository composition.

Music--The resource director in music developed for the first time in this area a select chorus at Batesland school. The chorus consisted of twelve children from grades fourth through eighth. A major accomplishment

over the year was to develop the skills and self-confidence of several of the members of the chorus, some of whom had not achieved any positive recognition in school prior to this musical experience. Standard choral works, art songs, and some traditional Sioux Indian music constituted the repetoire of the group, which was intended to be exemplary, encouraging all schools in the area to pursue music as part of the regular curriculum.

Continuing needs in development of a music program, in the opinion of the resource director in music include the following:

1. Goals, which are understood and considered important to pursue by music teachers in the area, to guide development and implementation of a general music curriculum.

2. More understanding of the role of music in the local culture: As a medium for sharing in the community common understandings and values.

3. More opportunities for children to travel outside their immediate surroundings and participate in musical events in various locations.

Science--The resource director in science, who also served as curriculum specialist in the project, developed special activities for individuals and small groups in the science classrooms, working in a team relationship with the regular science teachers at Pine Ridge Middle and Batesland Schools. Students volunteered for these activities or were assigned to the groups on the basis of demonstrated interest and abilities in the regular class activities. Standardized achievement test scores were reviewed as one criterion for some of the grouping and re-grouping.

Special supplementary activities in science developed under the project included the following:

1. Field trips to the Badlands and LaCreek Natural wild-life preserve; students showing outstanding interests and abilities in science studied fossils, constructed maps of the areas visited, wrote reports and constructed biomes depicting pre-historic animals and their environments; follow-up trip to School of Mines in Rapid City.

2. Collections of insect and plant life from the surrounding area, work in classification and description of the specimens which were collected.

3. Constructing weather stations and bird-feeders and developing observational and recording procedures on weather and feeding habits of birds.

4. Informal evening astronomy activities, using a 10-inch reflector telescope.

5. Participation in inter-scholastic Science Fair.

STUDENT SELECTION: Observation of students in their regular classes was utilized to a considerable degree, especially early in the project. Project staff shared perceptions of what abilities and interests students were demonstrating. Similarly, review of classwork was done on a cooperative basis with regular teachers.

More review of student records was done in science than in other areas. In art, the project staff person purposely avoided review of records in favor of direct observation in the classroom--the "here and now" approach rather than reliance on past performance.

Teacher referral was done on an informal oral basis rather than by completion of standard referral forms or formal referral procedures. Volunteering by students was perhaps the most important of all ways of identifying participants in the program. Often students who were not "gifted" volunteered and were served as long as their interest could be maintained.

SUMMARY STATEMENT: Five project staff and the Shannon County Federal Programs Coordinator planned and implemented activities to achieve the project objectives. In all, at least 224 students in grades 5-8 in three schools were tentatively identified as gifted: Pine Ridge Elementary (Grade 5), Pine Ridge Middle (Grades 6-8) and Batesland School (Grades 5-8). Not all students at all grade levels participated; staff worked where they seemed most effective and where most students could be served on a continuous basis, without undue organizational constraints.

Increasing attention should be given to those children not selected by the program (1) for possible arbitrary or capricious treatment which results in decreased self-esteem and (2) for talents and interests present but not identified through the selection techniques. Emphasis should be on group decisions based on relevant factual information regarding students and their potentialities.

FOR FURTHER INFORMATION CONTACT:

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Gifted and Talented
Shannon County Schools
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ITINERANT TEACHER

RATIONALE

During the 1973-74 school year, an experimental program was implemented to give students who had special talents and others who did not meet the academic criteria, some release time from the regular classroom to emphasize the development of creative thinking and communication skills. Test data and teacher observation have indicated growth by the students in creativity and independent learning patterns.

PHILOSOPHY

Programming is concerned with process rather than products. Teaching methods encouraging development of higher thinking skills, creativity and independent study patterns are utilized. The curriculum is varied and includes activities such as fossil hunting, dissection of frogs, study of mythology, improvisation for the theater, folk music, academic games, and value clarification.

PERSONNEL

One itinerant teacher works with grades 1-3. (Three resource teachers serve grades 4-8 and one art teacher serves all grades, 1-8).

CRITERIA FOR SELECTION OF PUPILS

Multi-criteria screening devises are used in identification of gifted and talented students.

1. Teacher Recommendation--The first step in screening was to find students teachers considered gifted or talented. This was accomplished through the use of the Renzulli Scale for Rating Behavioral Characteristics of Superior Students.

2. Group Tests--The second step was to investigate more objective screening procedures which depended less upon professional judgment of teachers.

   a. Group Intelligence Tests.

   b. Group Achievement Tests.

3. Special Talents--A fourth step was aimed at locating students who displayed outstanding abilities in Art, Creative Writing, and Drama.

4. Creativity Test--In order to identify students who were extremely fluent, flexible, original, and/or divergent in their thinking, the Torrance Test of Creativity was used.

5. Individual Intelligence Test--The Wechsler Intelligence Test was administered in the summer to all students being considered for the program. A verbal, Performance, and Full Scale IQ was obtained on each student.

SCHOOL PARTICIPATION

There are three schools served by the project. These schools each contain one grade (One, Two and Three). There is a total of 38 students served by the project.

SCHOOL-COMMUNITY RELATIONS

The school board advisory committee and the PTA executive council were involved in the initial planning. Throughout the project parents, community resource persons and community facilities have been utilized. The community has remained informed regarding programming and special events throughout the project.

CURRICULUM

The program provided for activities that were distinct and different from those offered in the regular classroom. Activities are designed to develop creativity, enhance cognitive skills, and involve pupils in a variety of experiences in flexible and diverse situations that further develop students' potential, attitudes, and study habits. Students are given an element of choice, with the alternative built on individual interest.

Activities offered depend on the student's age, talent, and interest. Forms of study include drama, creative writing, visual arts, independent study, group dynamic exercises, mini-courses, field trips, and wide use of resource persons.

FOR FURTHER INFORMATION, WRITE:

Ms. Joan A. Brumfield
McComb Municipal Separate School District
Post Office Box 868
McComb, Mississippi 39648

ITINERANT PROGRAM - MOBILE VAN

To facilitate our responsibility and interest to serve the gifted population in five of our elementary schools in the Martin County School District a van was considered the most feasible and economical venture, rather than add classrooms and teachers.

To date this "mobile learning lab" affords the basic setting for boys and girls to have opportunities and experiences to unfold their intellectual potentials and creativity.

The Martin County gifted program offers an extension and expansion of regular classroom studies by providing the environment for indepth activities in science, social science, mathematics, language arts and the creative and performing arts. The program is also designed to move toward the creative and inventive concepts for developing productive and critical thinking. It is geared to motivating students to develop a desire for excellence and a sense of responsibility to self, the school, the community, society and parents. Long range plans include vertical and horizontal diffusion within each classroom as a resource center so that more students can be served.

The resource teacher provides services to the classroom teachers and students by:

1. Planning and coordinating the program with principals, counsellors and parents.

2. Offering in-service education to classroom teachers whose students are in the program.

In the elementary schools the resource teacher operates on an itinerant basis. Classes are scheduled according to the needs of the students. In the middle school, the students attend the resource room for two periods per day and are scheduled according to grade levels. Students work with the resource teachers in the following ways:

1. Small groups

2. Individually

3. Independent study

4. Large groups

5. Contacts between the classroom teachers and the resource teacher.

The program is evaluated by the state consultant and the mini-evaluator forms completed by students, teachers and parents who are involved in the gifted program.

The gifted program at the elementary level in Martin County utilizes a mobile van to bring the teacher and materials to students located at five schools throughout the county.

The air conditioned van, which measures 24 feet x 7 feet, is divided into two work-research areas and can comfortably seat ten students. The van is equipped with audio-visual equipment, bulletin and chalkboards, storage shelves and closets. A large table, which is fastened to the floor, is used for demonstrations and discussions.

Once the van has arrived at a school, the teacher can also utilize work areas and library facilities within that school. However, the van is the essential part of the gifted resource program.

Sample Curriculum in Science, Math and the Social Sciences provided by the mobile van gifted program:

UNIT I

Who Am I? An Exploration of Our Growth and Development and the Role of Nutrition

Major Objectives:

1. To help students understand and accept changes occurring in their bodies and to realize they differ physically and develop at different rates.

2. To conduct experiments with white mice to demonstrate the effects of nutrition on growth and development, and the development of intelligence.

UNIT II

The American Revolution - A Student Produced Film (35 mm)

Major Objectives:

1. To introduce students to all aspects of film production, including learning how to write scripts; how to develop costumes, props, settings and lighting; and how to photograph a sequence of events.

2. To provide an opportunity for students to dramatize the events which led to the colonists' revolt from English rule.

Field Experience:

Filming on location in and around Martin County.

UNIT III

Our Moon and Its Exploration

Major Objective:

To undertake the research necessary to recreate before a live audience the Apollo II landing on the moon. All aspects of pre-flight planning, the flight, the hardware, the lunar landing and exploration will be presented.

Field Experience:

John F. Kennedy Space Flight Center, Florida.

UNIT IV

Our Solar System

Major Objective:

To undertake the research necessary to construct a model of our solar system and develop a series of tapes which include explanations of comets, constellations and eclipses. This program is to be presented to a live audience.

Field Experience:

Museum and Planetarium, West Palm Beach, Florida.

UNIT V

Electricity

Major Objective:

To introduce the basic concepts of electricity and conduct a series of experiments using dry cells, bulbs, bells and buzzers, generators, switches, relays and motors.

Field Experience:

Science Museum, West Palm Beach, Florida.

Information on the mobile van gifted program was provided by the Martin County School District, Stuart, Florida 33494.

SECONDARY PROGRAMMING EXECUTIVE

Internships

The internship enables high school students to spend a full semester with a senior official in government, an educational or cultural institution, a private civic agency, a foundation, an agency providing direct services to community residents, or some other organization with broad public interest. Executive Interns are placed in the fields of labor relations, public health, housing, welfare, legal services, social services, early childhood or youth programs, addiction treatment and drug education programs, manpower training and job development, community relations, staff training, law enforcement, environmental and consumer affairs, philanthropy, and the arts and humanities.

On leave from his/her high school, the Intern functions as a full-time special assistant - in training to the Executive Sponsor by attending important meetings and conferences, preparing vital reports and visual materials, making public presentations, preparing policy recommendations, implementing programs, and developing other significant projects requested by the Sponsor. In community services agencies, Executive Interns also spend some of their time as program organizers, teachers, and human service specialists. All Interns attend weekly seminars on urban policy which include conferences with officials, field visits to program operations, inservice training, and related reading assignments.

An Executive Intern is a gifted high school student capable of assuming a mature staff role in an organization. The program seeks applicants who may have demonstrated leadership and initiative in their schools and communities, special talents and skills of value to particular Sponsors, or a capacity for creating new solutions to problems, and who are mature, sensitive, and self-aware.

Applicants referred by their high school principals are screened in an intensive interview. Those who qualify then meet several Sponsors, enabling both Sponsors and prospective Interns to explore various options before making commitments. Both applicants and Sponsors then indicate their choices, and final pairing is done by the program coordinator.

The Executive Internship is broadly educational. It introduces high school students to concepts of management and service delivery and to the broader urban milieu through close association with effective leaders, human service professionals, and community residents.

Interns refine their social and intellectual skills by relating to a variety of adults, writing reports, becoming precise in their analysis of policy issues, organizing community-based programs, and actively initiating their own learning experiences. They gain specific knowledge about budget, personnel administration, organizational development, program planning and

implementation, delivery of services to clients, and the assessment of program results and policies. In the process, Executive Interns can also explore possible career options and help to serve the community.

While Executive Interns are not paid, successful internship experiences can help lead to future employment. Many Interns are invited to return to their sponsoring agencies for summer or after-school paid employment. Potential employers are usually impressed by the Executive Internship, because it constitutes experience in a work environment from a relatively high vantage point.

Administrators and leaders of organizations are chosen as Sponsors because of their (1) ability to offer a stimulating internship with opportunities for challenging assignments, as well as observation; (2) readiness to involve the Intern in major issues faced by the agency or organization; (3) sensitivity to the concerns of youth; and, (4) willingness to devote personal attention to the Intern.

Each Sponsor defines the role of his/her Executive Intern and isolates talents, skills, background, and training which would be useful for the "Internship profile".

Executive Interns become valuable resources to their high schools because of their first-hand knowledge about urban policy development, management, service delivery, and the world of employment. Through their many new contacts, Interns can help teachers and administrators relate to various government agencies and organizations. The Interns may also be invited to address classes and assemblies and serve on advisory committees to school principals.

Some school districts, including Pinellas County, grant full academic credit for all subjects taken during the internship semester and some school districts grant only elective credit for the internship semester. To receive credit, the Executive Intern keeps an analytical journal of daily activities, maintains a high level of performance in the program, and presents a project to the high school at the close of the semester. An agreement of understanding signed by the high school principal, and the student and his/her parents formalizes the academic credit arrangement.

College placement officers have viewed the Executive Internship experience as a positive factor in evaluating a student's potential.

Executive Interns are involved in the following types of placements:

Community Affairs: Meeting with community groups that want city agencies to be responsive to their needs and developing appropriate agency policies.

Personnel: Developing personnel policies for a large city agency and relating to unions and labor-management negotiations.

Staff Training: Assessing programs which train and retrain staff members of a large city agency to function effectively in new roles.

Community Development: Developing and implementing policies supporting community action programs.

Manpower: Developing and implementing manpower training programs and helping locate new jobs for trainees.

Legal: Interning with government and private agencies concerned with legal services and law enforcement.

Labor: Interning with union executives who deal with city agencies.

Public Health: Helping to create and oversee public health programs.

Consumer Affairs: Overseeing state and city programs involved with consumer education, protection, legislation, and enforcement.

EXECUTIVE INTERNS CAN MAKE A POSITIVE CONTRIBUTION!

Information on the Executive Internship Program provided by the Pinellas County, Florida School District.

AN IN-CLASS ALTERNATIVE FOR THE GIFTED/TALENTED

PHILOSOPHY

Project Challenge is an elementary school project housed at Lincoln Elementary School, Torrington, Wyoming. Funded by Title III, ESEA, its focus is on providing in-class activities for the gifted and talented students, without pulling them out of class on a regular basis and without isolating them from their peers. A basic philosophy of the project has been that the students won't wear neon signs labeling them as gifted and talented.

Essential to understanding the philosophy of Project Challenge is an understanding of the general school philosophy. Lincoln is a completely open concept school having students totally individualized in their instructional programs in mathematics and language arts. This summer (1976) individualization will be completed in the areas of science and social studies. Teachers work in teams, sometimes giving large group instruction, sometimes giving small group instruction (Anything over five people is considered to be a large group.), sometimes having the student work on his own.

Integrating a gifted and talented program into such an existing program was not a very difficult thing to do. It essentially involved identification of the target population, identifying the particular strengths, weaknesses and interests of the target population, and then designing programs to meet these needs and interests. Not only have students been identified in each of the academic areas but also in the arts (music and visual art) and psychomotor areas.

PERSONNEL

1 - Principal working part-time supervising the program.

14 - Teachers working part-time with identification, programming, and instruction. These teachers also serve the general population of the elementary school.

2 - Aides designated as aides to the gifted and talented project.

CRITERIA FOR PUPIL SELECTION

There were four major selection means involved in the project: (1) teacher recommendation (the most widely used), (2) IQ tests, (3) achievement test scores, (4) some use of peer nomination.

SCHOOLS SERVED

There is one school served by the project, having a total population of 975. The project serves approximately 85 identified students.

SCHOOL-COMMUNITY RELATIONSHIPS

In an effort to keep parents fully informed of the goings on of the project, a parent advisory council was formed, meeting monthly at a luncheon meeting. There were two meetings held during the year for all parents of involved children. There was 100% attendance at the meetings for all parents.

CURRICULUM

At the outset, the project designed to provide for each identified gifted and talented student a CRISP (Case Related Interest Study Packet) that would delve in depth into some area of particular interest or one of his academic strength. These CRISP packets are teacher designed, short-term packets which challenge the students' thinking and problem-solving abilities by forcing them to evaluate, synthesize, judge, and generally broaden their mental skills. They are generally isolated activities focusing on the center approach, which has been a way of life for Lincoln School for years. The Torrington project makes wide and varied use of community mentors and resource persons. For example, at the present time (July, 1976) the students are helping to set up a museum in an old railroad depot in town.

FOR FURTHER INFORMATION, WRITE OR CALL:

Mr. Ed Jolovich, Principal
Lincoln Elementary School
Torrington, WY 82240
(307) 532-2643

THE UNIQUE LEARNING EXPERIENCES PROGRAM

PURPOSE OF THE PROGRAM

Through the Unique Learning Experiences Program, an attempt has been made to provide individualized learning experiences for about 100 talented and gifted senior high school students each year. Basically, student activities consist of educational experiences which are not presently available in the schools. To fulfill this objective, extensive use has been made of community resources and talent. Roughly one hundred community adults have served as consultants and advisors to student projects.

PROJECT CONCEPT

The intent of this program is to allow gifted and talented students to participate in learning experiences not presently available to them in the regular curriculum. These experiences should further assist in developing the talent the student possesses. Many of these programs should occur outside the school building utilizing other community resources as learning sites and talented community persons as advisors.

PROJECT OBJECTIVES

1. To provide students with special skills and abilities, the opportunities to create their own program of learning.

2. To provide recognition and encouragement to talented individuals that will relieve frustrations and encourage the concept of working within a structured system.

3. To involve the student in advanced learning experiences that are satisfying and important to him, and that will bring him in contact with a talented adult having expertise in the same area.

4. To utilize community resources such as people, equipment, and facilities.

5. While not a stated objective of the project, it has become apparent that an added objective or benefit of the project has been to develop in community leaders a feeling of closeness and involvement with the school system.

ACTIVITIES TO ACHIEVE THE OBJECTIVES

1. Students, teachers, and parents should be informed of the program and its purposes through various media, i.e., fliers, school posters, school newspaper stories, city newspaper coverage, personal appearances, and contacts with faculty and students. High ability students should also be personally invited to apply for inclusion in the program.

2. School councils will be formed to evaluate talent of applicant and merits of his proposal. The councils shall contain student, teaching, administrative and guidance personnel.

3. Talented adults will assist those applicants who are approved in structuring their learning experiences and guiding them in progressing toward their goals.

A professional staff member is assigned responsibilities for coordinating the program in two senior high schools in Sioux Falls. It is the responsibility of the coordinator to do the following:

1. To provide information to all senior high students about the goals and objectives of the program.

2. To provide leadership in seeking out and identifying gifted and talented students.

3. To assist and help those students who inquire of the program by giving guidance and direction regarding various options and opportunities.

4. To coordinate the activities of the two building committees as they consider student applications.

5. To provide an adult adviser for each application approved by the building committee.

6. To monitor students' progress by visiting with student and adviser, and by reviewing the activity logs turned in by the project adviser and the student.

7. To be responsible for the recognition of student accomplishments both in school and in the community.

8. To provide informal in-service to staff regarding ways of enhancing student's talents within the regular classroom.

9. To be responsible for the financial operation of the program.

10. To provide necessary reports relevant to program status and progress.

SUMMARY STATEMENTS

Four general needs, which are characteristic of the gifted and talented population, have been identified as not being met in any systematic manner. First, the gifted or talented student exhibits a need to be recognized as having a special talent by his peers and adults. Second, there is a need to be doing things and be actively involved in things that are important and satisfying to the gifted individual. Third, there is a need for acceptance and communication by an adult who has expertise in the area of talent. Fourth, there is a need for experience in the area of talent that will give the individual a start and influence and confirm his desire to continue in a field where he can make contributions which are important to him and society.

The following are considered to be some unique aspects of the program:

1. It is the intent of the project to look beyond the demonstrated academically gifted and talented and look for gifted students where there are no clear-cut definitions of giftedness.

2. Activities of the program are student initiated.

3. The activities of the program will take place at the site or location where needs can be fulfilled most effectively.

4. The activities will not be limited to the time constraints of the school day.

The overall objective is to seek out and help the gifted and talented student develop a proposal in his particular area of talent, then permit him to implement it within a minimum of constraints and a maximum of creativity and flexibility.

FOR FURTHER INFORMATION CONTACT:

Program Coordinator
Unique Learning Experiences
Sioux Falls Independent School Districts
Sioux Falls, South Dakota 57102

A PROGRAM FOR GIFTED AND TALENTED STUDENTS

UNIQUE LEARNING EXPERIENCES

RATIONALE AND PHILOSOPHY

What is being done for the three to five percent of the school population who are either academically gifted or who have high potential in a special talent? This question brought to the front a need that is not being met through the usual school curriculum.

The philosophy of the program is three-fold for the student:

1. To accept himself and to learn to deal with his unique situation as a gifted and talented human being in relationship to his peers,

2. To gain self-assurance through taking an active part in the determination of his own learning agenda, and to learn from the search for his own answers to expand his knowledge, talents, and interests, and

3. To appreciate his responsibilities to society as a member with a unique contribution to offer.

For the parents and adults of the community there are also three principles felt to be important:

1. To accept and accommodate the unique needs and potential of the gifted and talented child,

2. To assist the gifted student in adjusting to school, society, and to establishing a rewarding independence, and

3. To provide mental stimulation which will inspire the student to cope with situations which he encounters in search of his goal.

PERSONNEL

Three teachers were involved in implementing the program for grades 4 through 12. One full-time person was hired. This full-time employee was project director for one-half day, and elementary coordinator for one-half day. The junior and senior high coordinators were part-time teachers who worked half days with the program.

PUPIL SELECTION

One of the most difficult tasks in a program for talented and gifted students is to determine which students qualify to participate in the program. Who are the talented and gifted students?

Since no one person can make such a judgment, several methods of selection were used in the Huron program for determining students who would be invited to participate. Students in the program were selected from nominations by teachers, peers, parents, or by self nomination.

All teachers were asked to note any students who they believed to be talented or gifted and the area of the talent or gift. Students were also asked to list peers who they felt were talented or gifted and in what way. Since many parents would like their child included in the program, forms were not sent to parents. However, if a parent called and asked that their child be included and gave sufficient reasons why he should be, then he was included. The same is true of self nominations. If a child sought out the program coordinator and gave sufficient reason to be included, he was. Some nominations in each area proved to be successful.

CRITERIA FOR SELECTION IN ACADEMIC AREA

The academically gifted student in the Huron program was selected from achievement test scores and IQ levels. Those students with a composite score in the 95th percentile or above were selected for participation in the program. Students who scored unusually high on one part of the standardized test, but did not reach the 95th percentile composite, were also noted. Verbal and non-verbal IQ scores also indicated students who should be included. The first year the project selected those with an IQ of 120 or above. However, it was felt that too many students were included and the coordinators did not have sufficient time to work with them. The last two years only students with an IQ of 130 or above were contacted. The student's rank in class was also helpful in determining participants. Students included by class rank were those who were in the top 10% of their class.

CRITERIA FOR SELECTION IN TALENT AREA

Determining those who are academically gifted seems easier as there are more defined methods for measuring a scholastic or an academic talent. For those areas other than in the academic field, you must rely more heavily on teacher, peer, or self nominations. Instruct those who will be nominating to think in terms of creative or productive thinking, visual and performing arts, and psychomotor ability. Here an adviser with expertise who will work with the students can determine those who are talented or gifted. If a creativity test is desired, there are standardized tests available.

It is realized that with the suggested methods of selection, more students than those who are really talented or gifted will be included. It is better to include more students and then discover those who are talented or gifted than to have overlooked someone. A person with expertise in a certain field is a better judge of that student's talent than the director of the program. It is also realized that not all students who are invited will participate, even some of those who are definitely talented or gifted.

However students are selected to participate in the program, it is absolutely necessary for the coordinator to talk and work cooperatively with the staff and the administration.

SCHOOL-COMMUNITY RELATIONSHIPS

Contributing to the success of the program is the involvement of the community in working with gifted and talented students. The project director is involved in meeting with civic groups and in asking for people to give of their talents and expertise in working with students. These people act as advisors to students in a particular field of interest. They may be senior citizens, retired teachers, business people, senior high school students, faculty members, or college instructors.

The Advisory Council has played an important part in keeping the program before the public. These people from the community, faculty, and students assist in providing leadership to the program. They meet as a group three or four times a year, and are available individually or in small groups as needed. The Council assists in securing advisors, in dissemination, and in surveying the community as to awareness of the program.

CURRICULUM

Once identified as gifted or talented, the student will be assigned to a staff member who will act as an advisor. With assistance from the advisor, other staff members, project personnel and parents, the student will select a field of interest and plan a program. The program will allow him to demonstrate his gift or talent in the production of some visible outcome.

There is no prescribed curriculum used in the program. The students are allowed to pursue their specific area of interest and ability. They may choose a particular project, create a design for carrying it out, and with the aid of an advisor, arrive at a completed product.

FOR FURTHER INFORMATION CONTACT:

Program Coordinator
Gifted and Talented
Huron Independent School District #4
Huron, South Dakota 57350

SPECIAL SCHOOL AND SELF-CONTAINED CLASSES

Pine View School is a county-wide program for gifted students. It serves resident public and non-public school children in grades four through twelve in a broad campus program encompassing courses in several other schools in addition to those offered on the Pine View campus. Pine View School has the distinction of being the only public school for gifted students in the nation. The idea for this school arose from the general concern of the members of the Sarasota County Board of Public Instruction, the Superintendent and some staff members who believed that we were not producing an adequate educational program for intellectually gifted children. They believed that a special effort was necessary to provide for the needs of the gifted. The program was originally initiated in 1968 under Public Law 89-10 Elementary and Secondary Education Act and supported by this grant for three years, including staff, materials, buildings and equipment. It is now and has been since the termination of the grant, supported by state and local funding. The goal is to provide an opportunity for those students who, identified as gifted, are interested in a special academic program where they might excel and have some provisions for their unique needs.

Pine View School received its name because it is clustered on a 5½ acre block of land amidst many pine trees. The school is bordered by Tami Sola and Alta Vista Streets, Shade and Euclid Avenues in Sarasota, Florida.

Any student in grades four through twelve who qualifies may be enrolled in the program for gifted students. A student may qualify by meeting those identification requirements in the established state-approved procedures. A student must meet the definition of giftedness established by the county and the State Department of Education. Identification procedures may be instituted by the student, his parents or school personnel. It may be done directly at Pine View or through the school which the student is currently attending. Preliminary screening tests are administered by counselors or psychometricians and include intelligence, psychological and achievement tests. Some of these are group tests, while others are administered individually. When all necessary school and test records have been received, the records are studied and if the student basically qualifies, usually the parents are interviewed and the student may be invited. Enrollment is optional and the student may be enrolled at any time during the school year, depending upon classroom space. Transportation is provided according to state regulations.

The basic curriculum conforms to local and state requirements and the officially approved program of studies. School hours and daily attendance follow the general pattern of the school system. Teacher selection, financing and administration are all part of the county school system, under the division of exceptional student education.

Pine View's curriculum emphasis is on subject matter and this emphasis is important because the classes are organized on a departmental basis. In many subjects the students are permitted to advance on a self pacing basis whenever

feasible. Some subjects lend themselves to this pattern, whereas others are not able to be conducted in this manner. Because of this practice, the school is somewhat ungraded, but with grade designations signifying an approximate graduating class. Students may graduate a year early if they choose and are able to meet graduation requirements. Students do not skip grades, but can be enrolled in classes where students of several grade levels are participating. They may be taking courses which may be above or below their typical grade levels for purposes of individualization, need, ability or preference.

A variety of non-professionals are used in the instructional program. This includes volunteers from the community who officially work through the community Volunteer Talent Pool, interested volunteers, invited citizens and parents. Some work sporadically upon request and many participate regularly on a daily or weekly basis. Some work with students in small groups during the regular school day and some even before the official day begins. Pine View has had volunteers who have donated their personal time weekly for more than four years. Community resources are used regularly by students and teachers by having students spend time at various businesses and organizations by way of field trips and by having students assigned individually for limited periods of time as a specific part of a course.

In addition to the usual required courses on campus, students may be enrolled in elective courses at adjoining schools as well as attend special mini-courses on campus which offer no credit. Pine View teachers may also teach at adjoining schools during the day. Self pacing and individualized courses are made available whenever space and instructional units are available. Performance based courses permit able students to advance and complete more than a year's work in less than the typical period of time. Many students are successful in courses which are several years above their typical grade level and they are enrolled for more than the usual number of units assigned to the average student. Records show that the Pine View students have an outstanding reputation for performance both on state as well as national and local tests, as a group and as individuals.

The students have their own form of student government based on a constitution which they wrote themselves. It includes elementary as well as secondary representations in school-wide activities and affairs, as well as an independent grade level government. The students are invited and have contributed to the overall operation of the school and many courses where their advice and suggestions are taken into consideration. It is due to the feedback from students as individuals and as groups that certain practices are maintained. The practices and policy of the school are reviewed from time to time in consideration of changing times and philosophy. The students have direct access to the principal's office and his services as well as to individual teachers and the staff as a group.

The parent group at Pine View School is a very active one. They maintain a system of parent education by many regular contacts with all Pine View parents, thereby keeping interested parents updated in the education of the gifted as well as in school activities. They are on call for emergency assistance in the school and are active in school related community and governmental affairs, locally as well as nationally. They have provided the school

with materials, equipment and financial assistance to conduct programs which otherwise would not be possible. Some of the materials have included instructional supplies as well as duplicating machines, books, carpeting, musical instruments, landscaping, instructional games, building materials, art materials, furniture, an outdoor shelter and many other items.

Besides providing material assistance, instructional aid and information to the local populace they have undertaken a financial goal which has resulted in the provision of two new classrooms so the school might meet the pressure of population growth and expanding curriculum offerings for the students.

Parents are involved with the actual curriculum and future conduct of the school. They are involved in its overall program as consultants on various committees where direct action occurs and within the program as well as in decisions which range up through to the administrative heads of the school system. This includes solving long and short term problems affecting curriculum, staff and overall organization from naming the school program as Pine View to the courses that are offered and their evaluation.

Pine View School also offers extracurricular activities to their gifted students. These activities are determined by the needs of and adequate participation by the students. Pine View has had basketball, track, bowling and swimming teams. The school also has cheerleaders. The school mascot emblem selected by the students is the "PYTHON". There are several intramural sports activities.

Various other organizations include the Coin Club, Chess Club, Math Club, Philatelic Club, National Junior Honor Society, The Echo (school newspaper) and The Shadow (school annual). The school has its own Girl Scout troop as well as several activities that do not require formal organizations.

The Pine View program thrives on flexibility and this is necessary to provide an adequate program for students who have been officially identified as exceptional with unique needs. Without special consideration, assistance and unusual means to provide differentiation these students are denied an equal opportunity to learn, each according to his effort and ability.

Recommendations for Establishing A Program for Gifted Students as Compiled by Pine View Staff Members:

1. The Administration, staff members and peripheral personnel should be appointed to do some long range planning before the implementation of the program. Regular meetings should be scheduled. Every facet of the program, almost down to what will become daily routine matters, should be considered and organized. Procedures, policies and practices should be written down, restudied and alternative procedures should be recorded for the unexpected. Peripheral service personnel should be involved in the planning stage so they can expect unusual work loads by way of request for assistance. This would include psychometricians, psychologists, supervisors, counselors and other county personnel who would be called upon to render service.

2. Staff members should go through an intensive training period during the planning year. A commitment should be made by the staff members where they can foresee at least a three year involvement. Emphasis should be placed on the extra time and energy that it will take during the first two years or more with an expectation of service above and beyond the normal hours expected in the typical school.

3. More space than usual is necessary for working areas for students and teachers. It is necessary to have more freedom in scheduling classes, times, periods and generally where teachers and students are to be doing certain things. This requires flexibility in time and space. Freedom must be given in the selection of books and instructional materials above and beyond local and state adopted materials.

4. More time daily for teacher planning and organization is necessary. The financial structure needs to be flexible with open endedness in purchasing materials. This includes having relatively unassigned funds that can be used throughout the year, since a teacher doesn't always know what and when he will need something quickly.

5. A professional library available to the teachers on the site is a must.

6. If legally possible, anyone employed or being considered for future employment with the program should be required to take certain courses beforehand. The teacher's professional attitude and philosophy is very important. It is important that the teacher feel that he is a teacher of gifted students and considers himself an expert and a professional in this field, rather than being an instructor who teaches the students who are gifted.

7. Teachers must be flexible, democratic, tolerant and understanding. They must be creative and professionally oriented. They must have a constructive, positive attitude. This includes reading recent literature and actively seeking new ideas, methods and new teaching practices. They must understand the overall educational picture and philosophy of the program and not be limited to their own subject matter and immediate short term goals. They must be flexible enough to change their own established patterns to allow for the plans of other teachers and to break away from their own routines.

8. Volunteers need to be used as often as time permits but care must be taken in their selection. They must be reliable and have a commitment to regular participation. They should be briefed on the goals, treated a bit like staff members. Many become as committed as do good professional staff members or even more so in some cases.

9. Parents need to be educated about the gifted child and specific parts of the program itself, both just as general information and as it may apply to their own child. This is as important as teacher inservice training and should include much of the same material. They, too, will be exposed to the same questions and challenges that the teachers are in a gifted program.

10. Teachers will have to be careful that they do not administer more of the same in their classes including more reading, more reports, more math problems, etc., rather than developing their program vertically and horizontally. They should be realistic in the assignment of work that can be considered "busy work" and overlapping. They need diversification, stimulation and opportunities to broaden and excel. Parents need to know, as the gifted child already knows, more written homework and more of the same problems doesn't mean a better program, nor a pleasant one.

11. Parents, students and interested citizens should be brought in occasionally to discuss the program, how it could be improved and expaneded.

Information on a special school for the gifted was provided by the principal and staff of Pine View School, Sarasota County School System, 2525 Tami Sola, Sarasota, Florida 33577.

SATURDAY ENRICHMENT CLASSES

Oftentimes the availability of staff and resources for producing teaching materials to turn on the gifted student are not available in the regular school setting during the 8:00 am - 4:00 pm time space. When this is the case, many school districts turn to the Saturday enrichment classes or to after school hours enrichment.

In these enrichment classes teachers are experiencing that marvelous intellectual high experience that comes when gifted children learn in creative ways more economically and effectively than they do in authoritative sessions. In classes with other gifted children, students do far out thinking and in the words of Thoreau "Far out thinking is a means to an end -- to him whose elastic and vigorous thought keeps pace with the sun, the day is a perpetual morning".

Objectives of Enrichment Classes

The objectives of enrichment classes can be encompassed in one single objective -- that of developing productive thinking which would include divergent thinking, convergent thinking and evaluative thinking.

The objectives could be discussed in terms of models such as that of Calvin Taylor (1971) or J. P. Guilford (1964) and consequently be defined as to develop the talent areas of creativity, planning, communication, forecasting, decision making and academic skills or to develop cognition, memory, convergent thinking, divergent thinking and evaluation.

In any enrichment classes the objectives should be well articulated with staff, parents and children. In the use of the above models as objectives, there is an inherent philosophical basis upon which the program can be built. For example, both Taylor and Guilford postulate that horizons can be widened through creativity, and that intelligence is multi-faceted. Consequently a program using their models would be developing the gifted child's vast reservoir of intellectual talent, not just one isolated aspect of their talent.

Identification of Gifted Children for Enrichment Classes

As broad a basis of identification should be utilized as possible with full notification to all students and their parents that enrichment classes are being planned. The purpose of the classes would be stated as the following: "To provide students an opportunity to explore in greater depth and concentration the areas in which they are interested and talented". These classes would be for the student who needs greater challenge and oftentimes take on titles such as 'Project Challenge' or 'Project Explore'.

In faculty meetings the teachers should be given several leading characteristics of gifted children such as:

well developed vocabulary

curiosity

creativity in making things

creativity in ideas

sense of humor

wide fund of information

excellent memory

keen insight and intuitive learner

Following a general discussion of the characteristics, teachers should be encouraged to list the names of students who possess a majority of the characteristics. These children's school records should be checked and those students who possess 7 stanine or 110 IQ and above on a group intelligence test, or those students who possess a 7 stanine or one or two years above grade level in achievement, or those students who display an outstanding talent in art, music, creative writing or in making things should be referred for further testing.

Individual data should be gathered on children such as performance on creative tests or tasks involving figural and verbal creativity; self concept measures; achievement surveys such as the Wide Range Achievement to supplement group scores and last of all an individual assessment such as the Stanford Binet, WISC (Weschler Bellevue Intelligence Scale for Children) Baranguila, Leiter or Slosson.

Once the data is accummulated the children falling in the top 3-5% on the measures should be included. Parents should have the option of making the experience available or not available and if at all possible should be organized in some sort of Parents Group. This Parents Group could be given two to four seminars on the objectives of the enrichment classes and ways in which they might help to provide for their children's education.

The concept of identification should be an on-going one in which the gifted children's individual folders would be continually growing as the teachers add anecdotes and further test data to help provide a programming basis for each gifted child.

Teachers for the Enrichment Classes

Teachers for the enrichment classes should be recruited from the regular staff of teachers, certified teachers who are parents and talented lay people who may not be certified and who could assist qualified teachers.

Whenever regular classroom teachers are utilized in the enrichment classes, there is more possibility of carryover of exciting activities from the enrichment program to the regular class.

Prior to the beginning of the classes, there should be sessions with the staff dealing with the psychology of the gifted and appropriate strategies to be utilized with them such as simulation, role playing, independent study and inquiry.

Characteristics of teachers who work well with the gifted are as follows: flexibility, sense of humor, keen interest in learning, independent, curious, authority in some area of study and a sincere desire to work with gifted children.

The director of the enrichment program is a key individual and should provide many opportunities for teachers to learn more about gifted and to discuss the kinds of experiences they are providing for the children and how they can be maximized.

Administrative Arrangements

Some enrichment programs are established as part of a university training program and in those cases the teachers often receive course credit as well as providing for the children. In this kind of administrative arrangement, the teachers do not receive compensation.

In the cases where the administrative arrangement is housed in a regular school setting and is directed by one individual, this individual is compensated as well as the teachers. In afternoon programs, these usually meet two hours an evening with each child taking two courses and these courses meet twice a week, usually Tuesday and Thursday.

The Saturday enrichment classes usually run from 9:00 - 12:00 noon with the children taking three courses. The youngsters may be grouped according to ages 4 and 5 together and first and second together, third and fourth together and fifth and sixth together. Seventh and eighth graders together and high school students can be widely grouped.

It pays to group the students together in subgroups for three classes if possible so that a group of 15 youngsters would stay together for three hours. This allows three teachers to share information on the children and to better meet their individual needs. The class offerings should be planned in such a way that each grouping would include an active class like fencing, an academic one like geology and creative one like 'puppetry making and production'.

The classes cost range from $2.50 per class or $25.00 per session. This could cover a nominal materials fee and teachers usually are compensated $25.00 per evening of teaching.

An exemplary program is in operation at the University of South Florida and includes a range of classes offered to children.

Beginning enrichment classes for gifted can only help to enhance their powers to express, respond, interact, question, create -- in a sense to be!

Information on the Saturday enrichment program was provided by Dr. Dorothy Sisk, University of South Florida, Tampa, Florida.

FLORIDA SCHOOL OF THE ARTS FOR HIGH SCHOOL AND JUNIOR COLLEGE STUDENTS

The Florida School of the Arts was recognized by the Florida State Board of Education in 1974 to provide talented students of this state, who are occupationally oriented to the arts, a means of achieving both an academic education and artistic training appropriate to their gifts through public education. FloArts specializes in the preparation of students for successful professional careers in the arts field, as well as offering a general education program that will enable the student to function as an informed member of our society.

The Florida School of the Arts is part of the St. Johns River Junior College academic and administrative structure. It is administered by a dean under the general supervision of the St. Johns River Junior College District Board of Trustees and the college president. However, the arts school is state-wide in scope, with its own arts instructors, curriculum, State Advisory Council, National Board of Consultants, and a private foundation.

Funding is primarily provided by the State of Florida under the community college program fund. Excellent fine arts facilities are currently available, allowing the school to concentrate its budget exclusively in its arts programs. Funding also is sought through state and federal grant donating agencies, as well as private foundation contributors.

The Florida School of the Arts has five arts program areas: art, dance, music, production/design, and theatre. All these programs interact in a sixth inter-program area where students may experience musical theatre, dance theatre, kinetic theatre and opera. Programs in each of these disciplines are structured to embrace the training, not only of performers, but of all students inclined toward the arts, whether their particular interests be performance, supportive or managerial.

The academic program of the college is optional, depending on the student's desire for an Associate in Arts degree or an Associate in Science degree. The Associate in Arts degree is based upon completion of a minimum of course hours in general education, plus completion of the FloArts arts foundation programs. This degree insures entrance into a state-supported upper-level institution. The Associate in Science degree for the Florida School of the Arts will entail completion of the arts foundation courses, a concentrated arts major and a few hours in general education and business. This degree is for the student who wishes to enter directly into the arts profession.

The high school program requires the completion of all state secondary education requirements and a college entrance program while enrolled at the school. High school students will also enroll in the special high school arts program, which includes a segment of the arts foundation program and an

inter-related arts program which includes performance/exhibition. Students in the high school program may qualify to receive college credit for arts and academic courses under the college early admissions program. A certificate in arts will be issued in addition to the high school diploma.

There are numerous advantages for attending the Florida School of the Arts. These assets include the career goal programs with concentration in the arts and a minimum of general education, a concentrated two-year arts program, professional training and visitation with renowned artists, personal attention and artistic development, opportunities for numerous performances and exhibitions, professional affiliations, specialized arts tours, career placement service, as well as being involved in an interrelated creative arts community with students and instructors with common interests and concerns. In short, FloArts is a state-supported professional arts school offering a quality program at minimum costs.

The kind of student sought for the School of the Arts is the young man or woman of talent and strong motivation with a career inclination towards the arts, whether it be in a performing or supporting role.

Admission is based on recommendation, audition and interview. Before a student can apply for audition, he/she must possess acceptable academic high school grade point average or a high school diploma, and submit two letters of recommendation from any previous fine arts instructor. Notification of auditions will be sent upon receiving the application and recommendations.

An audition committee in each arts field will audition and interview each student for past achievement and potential for a career in the arts and success in the school. Upon agreement, the committee will send a recommendation to the Dean of the Florida School of the Arts for a final approval.

Notification of acceptance will be sent immediately.

Students enrolled at FloArts will be continually reviewed for continuation as students throughout their residence at the school.

The cost for attending the college program in the Florida School of the Arts is the same as attending the St. Johns River Junior College. This matriculation fee is $10 per college credit hour for Florida students and $15 per college credit hour for out-of-state students. For high school course credit, there is a proposed non-fee for Florida students and $15 per credit hour for out-of-state students. All students will be assessed a minimal FloArts fee for each term for art lab fees and/or applied lessons.

Although the college is not allowed by law to maintain student housing, the college maintains a Housing Office that will assist college students in locating suitable accommodations. Special housing arrangements are presently being planned for high school and college students attending the Florida School of the Arts.

The Florida School of the Arts is located on the beautiful 103-acre campus of the St. Johns River Junior College in Palatka, Florida. Established in 1958 as a public institution, the college is accredited by the Southern Association of Colleges and Schools, and the Florida State Department of Education.

This location in Palatka provides the arts student with a quiet, contemplative atmosphere conductive to mastery of the rigors of the artistic discipline. At the same time, there is easy access to the cultural life afforded by the cities of Jacksonville, Gainesville, Daytona Beach, St. Augustine and Orlando.

The school occupies the newly constructed Fine Arts Complex, which has facilities to accommodate up to 200 fine arts students. The complex includes a 640-seat modern theatre equipped with the latest in sophisticated sound and lighting systems, several large visual arts studios, three gallery areas, dance studio, and numerous practice rooms. There are adequate backstage facilities and a shop for scenery and costume work. Classroom facilities for academic training are located in other buildings on campus and are more than adequate.

At present a search is being conducted throughout the United States for the specialized arts faculty that will be needed to carry out this unique program. Professional artists are being sought who have the special capability of relating and training young, sensitive artists. In addition, there are members of the general college fine arts faculty who will be utilized in their specialized area to teach FloArts students.

A Professional Artists Project is being prepared which will utilize local, state, and national professional artists. These professionals, not considered as full-time faculty, will work with FloArts under a Visiting Artist Program, Artist-in-Residence Program Exchange Artist Program and an Artist Apprenticeship Program. This project will offer FloArts students opportunities to study and work with renowned professional artists in each interest area, and will also provide the students greater insight into the rigors of the artistic profession.

The program areas are:

Art - advertising design, painting/drawing, printmaking, ceramics/sculpture.

The art program is designed to offer young artists personal guidance and development for a specific career in the art field. Through intensive training, independent study, and apprenticeship with professional artists, the student will actualize his/her talent in the area of his/her strength.

Dance - ballet, modern jazz.

Training program for young dancers who seek a future in professional modern and ballet dance companies, television and musical theatre dance troupes and as independent dance artists. The program includes ballet and modern dance technique, improvisation, music, acting, technical dance theatre and design. Training is continuously proven in the performance of dance repertoire and creative new works.

Music - voice, piano.

In preparation for entrance into the music profession, the student must receive personal guidance and training for development as a sensitive and skillful artist. The vocal program offers the student necessary training in singing, acting, and dance to enter the areas of musical theatre, opera, television, movies or entertainment. The piano training program is designed to develop the young musician in the direction he or she wishes to proceed for a professional career as a concert performer, professional accompanist and coach, or entertainer.

Production/Design - technical theatre.

This program enables students interested in the technical and design aspects of theatre to train for available positions. Training includes drawing and design techniques, materials and methods, drafting, stagecraft, set and lighting design and set construction. As an inter-program area, the student will experience the use of technical theatre for opera, musical theatre, dance theatre, television and theatre.

Theatre - acting.

An intensive program in acting is offered for the preparation of the young actor to enter the theatre, television or movie industry. Training includes acting technique and methods, voice, singing, dance, technical theatre history, and performance. Admittance into the program offers the opportunity to be a member of the FloArts Theatre Ensemble Company, which guarantees numerous and valuable performance experiences.

Information on this program was provided by the Florida School of the Arts, St. Johns River Junior College, Palatka, Florida.

EVALUATION OF PROGRAMS FOR THE GIFTED

Accountability and evaluation have become code words for a pervasive public sentiment that investments, whether in material goods like automobiles or social goods like education, should return due value. That bumpers don't fend off bumps or education does not educate is viewed as a failure of producers being held accountable for making good on the promised performance of their goods when the consumer made a commitment of good faith in the producer's initial claims. Evaluation enters into this dispute as a process which checks the goals obtained in a program against the goals promised. However, evaluation is more than determining the amount of agreement between goals, just as consumer protection is more than a haggle over a fair price. In the large they culminate in philosophical differences, the necessity of ordering values along some priority, and the expansion of considerations to whether the goals were worth pursuing. How goals were selected, what shifts were made from the initial formulation and what tradeoffs were made in selection of these goals against other possible alternatives become evaluation questions of concern equal to the question of whether the goals proposed were the ones delivered.

Special programs, in this case educational programs for the gifted and talented, pose special problems in evaluation to determine accountability. Accountability is integrally tied up with evaluation in the need for obtaining trustworthy data that prompts agreement on the reality it represents, thus the resolution of central issues in evaluation and accountability is a critical consideration in the long range funding of programs for the gifted and talented. This section examines three levels of program evaluation models in special programs for the gifted and talented.

TABLE 1

Three Levels of Program Models in Special Programs for Gifted and Talented

INITIATORY MODELS	DEVELOPMENTAL MODELS	INTEGRATED MODELS
Models are vague, intuitive in effects to be achieved. Objectives are stated as general outcomes and social goods to be achieved. There is much concern with theorty, the debates on alternatives are theoretical rather than operational or data based. Justification of the program may be drawn from analogous programs in other contexts or be based on philosophical assumptions. Details for operationalizing the proposal are sketchy.	Models, where a mixture of objectives prevails. Macro objectives give general guidance and some micro objectives are defined. Objectives still seem to be shifting and the model still takes different forms in individual staffs descriptions. There is more concern with operational alternatives than a given alternative. While the program is operating there are many unknowns and frequently considerable improvisation.	Models, have specific objectives to be achieved. There is monitoring of procedures for consistency of operation. Relationships of treatment (what is done educably) and effects (outcomes) are specified, and reproducibility is enhanced by elaborated descriptions of the model in operation. Logical relationships are explicated, and empirical data are being collected. The outcomes are being assessed and the range of effects are capable of being attributed to the program treatment.
PRECIS OF A PROGRAM	PRECIS OF A PROGRAM	PRECIS OF A PROGRAM
A special program for gifted and talented children is drawn up. Decisions on the form it will take, special classes, enrichment, independent tutorials or the mix of these are still open. There is lack of agreement on definition of clients. Who is a gifted or talented student? How should he be educated?	One special program for gifted and talented children has been underway two years. Fifty children are involved. In some cases teachers nominate students for the program, in others they are selected on basis test scores. The first year students spend four hours per week in the program, the second year this has been extended to six.	A program for gifted and talented students has been in operation for five years. Open-ended instruction is featured with teachers and students cooperatively planning the curriculum for three months at a time. The Director of Research for the school district monitors the program through teachers' records,

TABLE 1 (CONTINUED)

PRECIS OF A PROGRAM	PRECIS OF A PROGRAM	PRECIS OF A PROGRAM
Should he be identified? At what grade? By whom? Will there be extra monies allocated to the education of these students? Will there be a need to establish a separate administrative unit for this program? What type of research will be conducted on a program? When will parents be involved? A committee has been set up to resolve some of these issues. Administrative responsibilities and a sum of money for planning have been allocated. The committee has been meeting for one year; a set of minutes, a list of consultants and a description of the field trips to visit programs for gifted children exists.	The program has focused on scientific interests though there is concern about including more humanities. One teacher made arrangements for 25 of the students to see the Old Vic perform at the local college. Some data, mostly of a descriptive nature has been collected on the students, their achievements and the program. Teachers do not have fixed style for instruction, the instruction reflects personal teaching style.	student interviews and regular classroom visitations. Program outcomes are investigated through their effect on student's achievement and interest. A contrast group of students, not in a special program, in a neighboring school district with a similar student body is supplying comparable data on achievement and interest. A further dimension of the study supplies data on special programs' influence on the regular program. At the end of the five years a summer workshop composed of teachers and pupils in the program in conjunction with administrators and university consultants will draw up the program description for the next three years. Decisions will be rendered on the program organization, the selection and retention of students and the research to be conducted.

TABLE 2

Differential Evaluation in Three Program Models

	INITIATORY MODEL	DEVELOPMENTAL MODEL	INTEGRATED MODEL
EFFORT	1. What have been the main directions of the committee's efforts? 2. What has been the level of participation among the committee members? 3. Has the committee broadened its constituency and recognized the socio-political aspects of its efforts? 4. How much time has been spent on certain phases of the program?	1. What have been the main thrusts of the program's efforts? 2. What objectives have received the major attention? 3. Who has been involved in the program, to what extent, voluntary or mandated, volunteer or paid? 4. Where has the support for the program emanated; what has been the total developmental costs -- financial and psychic? 5. How much total time has been spent? What parts of the program are consuming the bulk of time?	1. What are the major goals the program is trying to attain? Who is involved in the effort? 2. What percentage of staff and student time is committed to the program? Total time? 3. What data are available that permit building a history of the effort and projecting a scenario for future thrusts? 4. What areas of efforts are perceived as worthwhile by the different role participants?
EFFECT	1. What is the level of knowledge manifested in the committee on special programs for the gifted and talented?	1. What data on functioning of the program have been collected or can be collected?	1. What are the program short range effects on students in the program, students not in the program, teachers, parents and administrators?

TABLE 2 (CONTINUED)

	INITIATORY MODEL	DEVELOPMENTAL MODEL	INTEGRATED MODEL
EFFECT	2. Are the committee members conversant with issues, trends and programs?	2. What have the effects been on program students, other students, teachers, parents and administrators?	2. Is any provision made for studying long range effects?
	3. What is the present stage of the plans, are they near operationalizing?	3. Has the data on effects been used to modify or shape the program, explore alternatives?	3. Can the desired effects stated in the original goals be attributed to the program?
	4. What are the main impediments to formulating a developmental model program?	4. Can the effects on students be attributable to the program?	4. Have there been any unanticipated effects?
		5. Have there been any unanticipated effects?	
EFFICIENCY	1. Does the committee have an organized plan for carrying out its work, with deadlines and completion schedules for phases of activities?	1. Are there records or other evidence that program problems are being systematically encountered and resolved?	1. Are problems systematically studied? Are the participants conversant with the decision making process? Has it been scrutinized?
	2. Is the committee clear on its responsibility to the Board of Education and superintendent?	2. How does the cost on this program compare with costs on other programs in the district and in other districts?	2. What is the cost of this program compared with other programs in the district and similar programs?
	3. Given the amount of time and money invested has a useful product emerged? How far are they from an operating program?	3. What goals seem within attainment? What goals have not been attained?	3. How do these costs project out for the future now that developmental costs are largely met?

TABLE 2 (CONTINUED)

	INITIATORY MODEL	DEVELOPMENTAL MODEL	INTEGRATED MODEL
EFFICIENCY		4. Given the program's experience, what will be the approximate cost of an integrated program model?	4. What has been the cost of attaining certain effects; what tradeoffs were made in the interest of cost?

The information on evaluation of programs for the gifted was obtained from Eash, Maurice J., Issues in Evaluation and Accountability in Special Programs for Gifted and Talented Children, University of Illinois at Chicago for the U. S. Office of Education. Reprinted by Department of Education, Tallahassee, Florida, March, 1973.

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